

# Vowel Assessment

To determine whether a student has difficulty hearing vowel sounds, you should begin by giving them the **vowel assessment** on p. 12.

Single vowels are pronounced as short:

a = cat

e = bet

i = it

o = not\*

u = cup.

Combination vowels are pronounced as they would be pronounced in a word:

ay – long a (say)	ea – long e (leap)	oa – long o (loan)	ou – loud
ai – long a (main)	ee – long e (meet)	oe – long o (toe)	ow – down
au – aw (applaud)	ie – long i (tie)	oi – coin	oo – pool
aw – aw ( <u>sa</u> w)	igh – long i (night)	oy – boy	ue – you

R-controlled: er, ir, ur – er (her)

or – or (more)

ar – ar (arm)

There is no passing score: your goal is simply to see whether the student can generally identify the sounds made by individual vowels and vowel pairs well enough to read them in isolation. Serious struggles in this area are normally apparent; if a student is confused about a sound or two, simply teach it and monitor the student's ability to use it in context.

\*In some regions, short o is pronounced as a pure ah, e.g., the first vowel sound in *father*. Students should use the pronunciation that corresponds to their speech.

## Vowel Assessment Chart

<b>ay</b>	<b>i</b>	<b>ee</b>	<b>a</b>	<b>ue</b>	<b>er</b>	<i>6</i>
<b>e</b>	<b>oe</b>	<b>ar</b>	<b>igh</b>	<b>u</b>	<b>o</b>	<i>12</i>
<b>ir</b>	<b>au</b>	<b>ow</b>	<b>e</b>	<b>oi</b>	<b>aw</b>	<i>18</i>
<b>a</b>	<b>oo</b>	<b>oy</b>	<b>er</b>	<b>i</b>	<b>oa</b>	<i>24</i>
<b>or</b>	<b>oe</b>	<b>e</b>	<b>o</b>	<b>ay</b>	<b>u</b>	<i>30</i>
<b>ea</b>	<b>ou</b>	<b>a</b>	<b>ie</b>	<b>ue</b>	<b>au</b>	<i>36</i>
<b>igh</b>	<b>aw</b>	<b>oo</b>	<b>or</b>	<b>a</b>	<b>ur</b>	<i>42</i>
<b>oi</b>	<b>u</b>	<b>ie</b>	<b>e</b>	<b>ai</b>	<b>ow</b>	<i>48</i>
<b>ee</b>	<b>oa</b>	<b>i</b>	<b>ou</b>	<b>au</b>	<b>igh</b>	<i>54</i>
<b>oe</b>	<b>ea</b>	<b>o</b>	<b>a</b>	<b>ir</b>	<b>u</b>	<i>60</i>

(Exercise developed by Elizabeth Haughton, Haughton Learning Center)